**Achievement**

READING

In the area of Basic Reading Skills, John was able to read real words on a word list and decode nonsense words at about a mid- to late-fifth grade level. For example, he could read the words ancient, obviously, and interpretation. He could use his knowledge of phonics to decode multisyllabic nonsense containing digraphs and diphthongs. John is functioning at the instructional level in Basic Reading Skills. On a measure of Reading Fluency, John was asked to read simple statements and decide if they were true or false. Paired with information from the Basic Reading Skills subtests, it can be surmised that John is an accurate but slow reader. It may take him some additional time to process what he reads, when compared to others his age. In the area of Reading Comprehension, poor vocabulary appears to be affecting John’s performance. Given a sentence or short passage with a word missing, John was better able to provide the missing word when pictures were present. He read the items silently but moved his lips. John’s lower score on this subtest (Passage Comprehension) may be due to the fact that he answered, “I don’t know” for one-third of the test items administered. It may have been that John lacked the vocabulary to understand the questions, or that he become frustrated easily on higher items and gave up. Vocabulary deficits were again noted on the Reading Vocabulary subtest. John was able to read the majority of the stimulus words, but was unsuccessful when asked to provide synonyms and antonyms and complete analogies. For example, he read “difficult” but stated that a synonym was “different.” He read the item and stated than an antonym was the item with the prefix –un. John is working at the frustration level in Reading Comprehension and will find age-level tasks to be very difficult.

WRITTEN LANGUAGE

In the area of Writing, John scored at the instructional level on a measure of fluency. Given three stimulus words and a picture and asked to write a simple sentence, John was successful. He did not have to pause long to copy or spell words. On higher items, he did pause briefly to organize his thoughts. On the Writing Samples subtest, John was given a picture and a verbal prompt and asked to write a good sentence. He scored at the frustrational level on this subtest because his sentences lacked detail and complexity. John wrote short sentences or incomplete sentences for most tasks. For example, when shown a picture of a happy child opening a box that contains an airplane, John wrote, “he is unrapping a gift”. He was unable to write a compound sentence or correctly use conjunctions in a sentence. Although he was not counted off for it, John was also observed to omit capitalization and punctuation in most sentences. His handwriting was legible and neat without excessive erasures.

MATH

John was able to add, subtract, multiply, and divide single-digit numbers. He was able to add, subtract, and multiply multi-digit numbers but borrowed incorrectly on one subtraction problem. He was also able to subtract fractions with common denominators. In a three-minute time period, John completed 67 of 68 basic math facts attempted correctly. During that time, he used tally marks to complete some of the basic math facts. He worked diligently but not efficiently. John is working at the instructional level in Math Calculation. John scored at the frustration level on measures of Math Reasoning. These problems were read aloud to John. He was able to determine the value of a group of coins, read the temperature, read a calendar, identify mathematical abbreviations, identify parallel lines, and compare two amounts by subtracting (i.e., How many more X than Y?). He was correct on a one-step division word problem but not on a one-step multiplication word problem. On questions involving purchases and transactions (such as determining change), John usually attempted to complete the problem mentally. At other times, he started to use scrap paper provided but then gave up. Sometimes John demonstrated correct problem solving strategies but erred in his calculations, such when he added 27 three times to determine how far a person who gets 27 miles per gallon could drive on 3 gallons of gas. However, he added down without carrying and came up with 621 instead of 81. Despite these errors, John should be applauded for asking the examiner to reread a question when he did not understand it the first time. He did this at least four times.